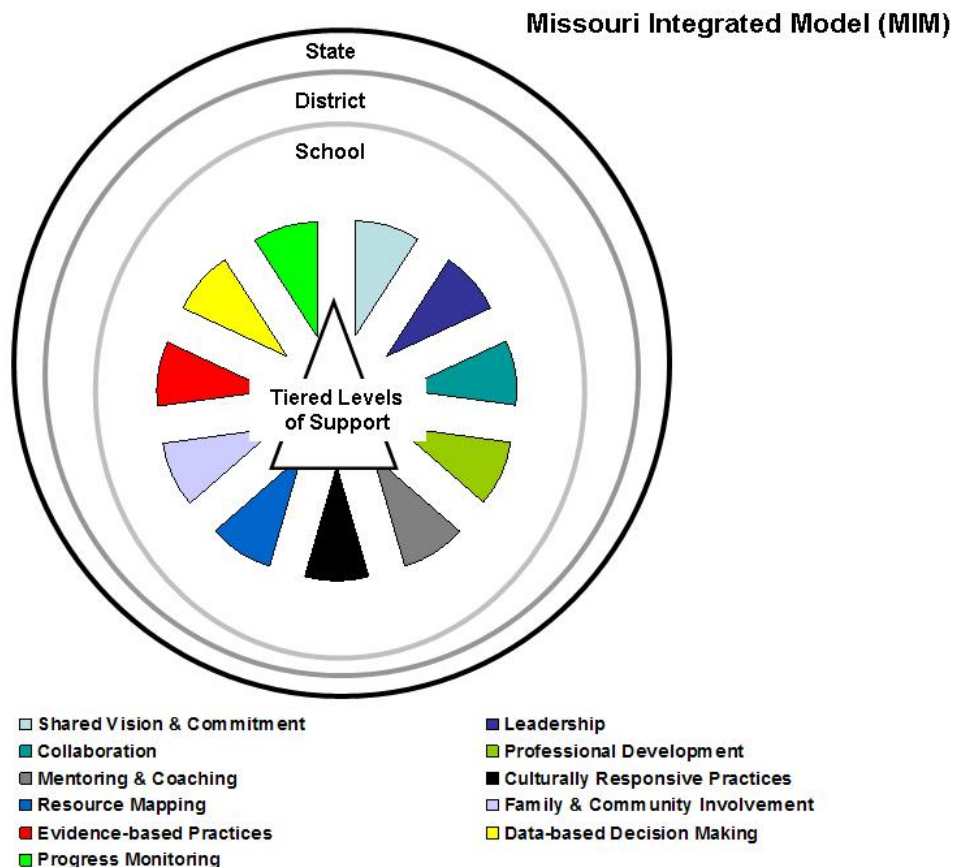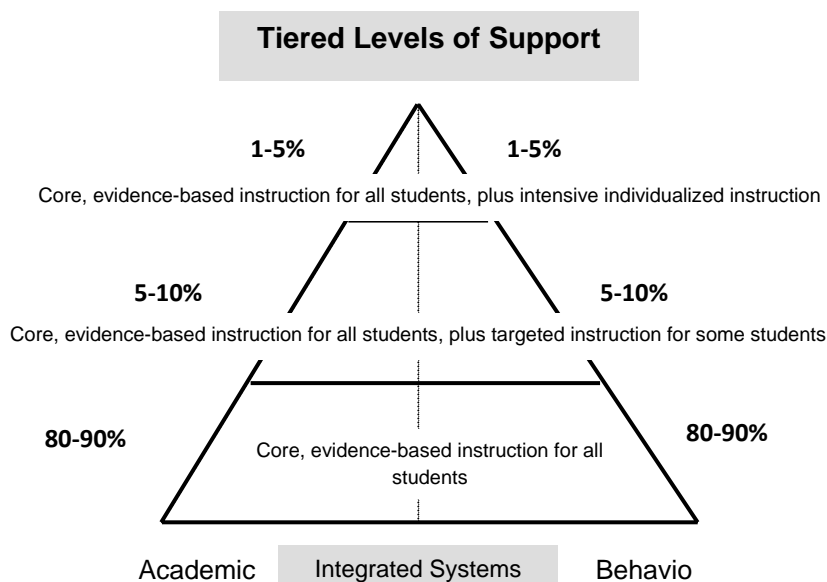## Abstract

Through the support of a State Personnel Development Grant (SPDG) funded by the U.S. Department of Education, Missouri is researching, developing, and implementing an integrated process of supporting student learning. Central in the Missouri Integrated Model framework is a focus on supporting academic achievement and successful behavior through tiered levels of support that acknowledge and address diversity in student learning. As a framework for supporting this focus are the eleven essential features of the model. These features represent the evidence-based practices and qualities congruent with effective schools, responsive intervention, and successful system-change efforts. Collectively, the tiered levels of support and the essential features are integrated within the context of schools, districts, and the state to form the Missouri Integrated Model. The following MIM figure graphically represents that student learning is supported through implementation of the essential features across systems.

Tiered Levels of Support
As students demonstrate differing responses to the general curriculum and consequently differing levels of support needs, the intensity of instructional supports must change. All tiers of support are provided in the context of the general curriculum, movement between levels of support is seamless, and decisions regarding levels of needed supports are data-driven.

Tiered Levels of Support

1-5%   1-5%

Core, evidence-based instruction for all students, plus intensive individualized instruction

5-10%   5-10%

Core, evidence-based instruction for all students, plus targeted instruction for some students

80-90%   80-90%

Core, evidence-based instruction for all students

Academic   Integrated Systems   Behavio

Essential features
As a framework for school systems responding to student needs, the MIM includes eleven essential features. These features represent the evidence-based practices and qualities congruent with effective schools, responsive intervention, and successful system-change efforts. The eleven essential features facilitate work in three categories: (a) building and sustaining capacity, (b) maximizing resources, and (c) making informed decisions.

Build and sustain capacity for responding to student needs	Maximize resources needed for innovation	Make informed decisions
• Shared vision and commitment • Leadership at state, district, & building levels • Collaborative environment • Ongoing professional development • Educator support through mentoring and coaching • Culturally responsive practices	• Resource mapping • Family and community involvement	• Evidence-based practices • Data based decision-making • Progress monitoring